



Indiana Department of Education
SUPPORTING STUDENT SUCCESS

School Year 2012-2013

**Title III: Language Instruction for Limited English
Proficient and Immigrant Students**

Application User Guide

**Deadline for Submission of Application:
Friday, September 21, 2012**

**Office of English Learning and Migrant Education
151 West Ohio St.
Indianapolis, IN 46204
317-232-0555**

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Title III Submission Information

PURPOSE OF TITLE III

Title III funds are **supplemental** and are used *above and beyond* an LEAs English language development services that are offered to limited English proficient (LEP) students, levels 1-4, in order to meet the federal requirements for serving LEP students (also known as “Lau Requirements”). The primary objective of Title III is to increase English language proficiency and academic achievement in the core academic subjects and to provide high-quality professional development to LEA staff.

APPLICATION FORMAT

The application has been designed as a read-only format that allows applicants to input information in to specified fields. If you have any questions regarding use of the form or are in need of additional space, please contact the Office of English Learning and Migrant Education.

ELIGIBLE APPLICANTS

The 2012-2013 Title III application and funding is based on the number of LEP students that an individual LEA reported to the DOE- Language Minority (DOE-LM) data collection for the 2011-2012 school year. Section 3114 (b) indicates that a “State educational agency shall not award a sub grant if the amount of the sub grant is less than \$10,000.” In order to apply for an individual Title III grant application for the 2012-2013 school year, a LEA must have a minimum of **71 students** that were reported to the DOE-LM data collection in the 2011-2012 school year. LEAs that do not meet the \$10,000 threshold may form a consortium to apply for funds. If a consortium is formed, a fiscal agent must be designated.

TYPES OF APPLICANTS

There are three types of applicants for Title III funding:

- Individual LEA
- LEA Consortia
- ESC Consortia

Section III of this User Guide provides applicants with a step-by-step guide for completing each section of the Title III grant. After each section, there is a table that indicates **who** should fill out each section of the grant application. **Please note: if you are participating in an LEA Consortia or ESC Consortia, the fiscal agent is required to submit all applications together at once.**

CONSORTIA APPLICANTS

Fiscal Agent:

- A **fiscal agent** must be identified to administer the sub grant on behalf of all consortium members
- The fiscal agent is responsible for the fiscal components, ensuring that the consortium members are in accordance with Title III requirements
- The fiscal agent is responsible for submitting all required reports and evaluations
- The fiscal agent is responsible for ensuring that funds are used to supplement, not supplant, other federal, state and local funds

Consortium Members:

- All members are responsible for identifying, implementing and administering programs and activities that will develop English proficiency and student academic achievement in the core academic subjects
- All members are responsible for providing teachers, administrators and other staff high-quality professional development that will improve the instruction of LEP students
- All members must ensure that funds are used in accordance with Title III requirements and do not violate the supplement not supplant provisions
- All members must submit signed Assurances and a Consortium Participant Agreement form

SUBMISSION

Upon completion of the Title III grant application, please **print and sign the assurances** (*and any other applicable documents*) and **send via postal mail** (*electronic copies and faxed copies will not be accepted**) to:

**Indiana Department of Education
Office of Grants Management, Monitoring and Reporting
151 W. Ohio St.
Indianapolis, IN 46204
Attn: Pam Briscoe- T3**

**Please do not send electronic and/or faxed copies of the Title III application “in addition to” your hard copy. The hard copy will be sufficient, and only hard copies will be reviewed.*

DEADLINE

The due date for submission is **Friday, September 21, 2012. Late applications will not be accepted** (*all applications must be post marked no later than Friday, September 21, 2012, in order to be considered for review*).

HOW CAN I ENSURE MY APPLICATION IS APPROVED IN A TIMELY MANNER?

IDOE reviews and approves applications in the order in which they are received. All applications will be reviewed within 30 business days from the date of receipt within our office. However, a few helpful tips to remember that could expedite the approval process are the following:

- Submission of the application prior to the deadline: By submitting the Title III application prior to the deadline, IDOE can work to begin reviewing and approving applications as they are received.
- Clear and thorough detail provided: When completing the Title III application, it is critical that clear and thorough detail is provided for all narratives and for the budget section. By providing clear and thorough detail, this alleviates the number of follow-up questions that IDOE has to ask.
- Ensuring all sections are complete and accurate: It is important to double-check that all questions have been answered in a detailed manner. Additionally, it is also critical that the budget is accurate and that requested funds add up to the LEAs total allocated amount.

Title III Expenditures

I. Required Activities under Title III

Title III funds are supplemental and used *above and beyond* the LEAs core instruction (provided to all students) and Lau Requirements (English language development services provided to LEP students only). The two **required activities** that every LEA applicant must use their Title III funds for are:

1. High-quality **language instruction educational programs** for limited English proficient (LEP) children that are based on scientifically-based research and used to increase:
 - (a) English proficiency
 - (b) Student academic achievement in the core academic subjects
2. High-quality **professional development** to classroom teachers, principals, administrators and other school or community-based personnel, that is of sufficient intensity and duration, demonstrates effectiveness in improving instruction and assessments, and enhances the ability of teachers to understand and use curricula, assessment measures, and instructional strategies. [Section 3115 (c)]

II. Authorized Sub-grantee Activities under Title III

Supplemental Title III funds can also be used for the following activities, **once the required activities have been met**:

1. Upgrading program objectives and effective instruction strategies
2. Identifying, acquiring, and upgrading curricula, instruction materials, educational software, and assessment procedures
3. Providing tutorials and academic or vocational education for LEP children and/or intensified instruction
4. Developing and implementing elementary school or secondary school language instruction educational programs that are coordinated with other relevant programs and services
5. Improving the English proficiency and academic achievement of LEP children
6. Providing community participation programs, family literacy services, and parent outreach and training activities to LEP children and their families-
 - To improve the English language skills of LEP children; and
 - To assist parents in helping their children to improve their academic achievement and become active participants in the education of their children
7. Improving the instruction of LEP children by providing for-
 - The acquisition or development of educational technology or instructional materials
 - Access to, and participation in, electronic networks for materials, training and communication; and
 - Incorporation of the resources into curricula and programs
8. Carrying out other activities that are consistent with the purposes of Section 3115 [3115 (d)]

III. Title III Non-Allowable Expenditures

The following identifies items that are **not allowed** to be paid with Title III funds:

1. Any cost (*personnel; supplemental instructional materials/supplies; technology and equipment; professional development, etc.*) that was originally funded through **state and local funds**, as this would be in violation of supplement not supplant.
2. Any cost (*personnel; supplemental instructional materials/supplies; technology and equipment; professional development, etc.*) originally funded through another **federal funding source** (ex: Title I, A), as this would be in violation of supplement not supplant.
3. **Any cost** associated with the administration of the **LAS Links Placement Test** or **LAS Links Annual Assessment**, including proctors, assessors, or substitute teachers- these costs are required to be paid for with **state and local funds**.
4. Translation of documents/handbooks/assessments; translation at parent-teacher conferences or other school events that are not Title III-specific; translation for parents regarding non-Title III specific activities (i.e. school registration, grades in class, etc.). Costs associated with translation are required to be paid for with **state and local funds**. Only translators for **Title III-specific documents or events** can be paid for with Title III funds.
5. Administrative costs (direct and indirect) that exceed 2% of a LEAs total grant award amount. Administrative costs (direct and indirect) are those costs necessary to direct and manage the Title III program. Please refer to "*Part VIII: Budget*" for a description and examples of administrative costs.

IV. Supplement not Supplant Provision

OVERVIEW

Title III funds must be used to supplement the level of Federal, State and local funds that, in the absence of Title III funds, would have been expended for programs for limited English proficient (LEP) students and immigrant children and youth. [3115(g)]

"TESTS" TO DETERMINE SUPPLANTING

The Department assumes supplanting exists if-

1. The First Test of Supplanting-Required by Law: Title III funds must be used to **supplement** the level of Federal, State and local funds that, in the absence of Title III funds, would have been expended for programs for limited English proficient (LEP) students and immigrant children and youth. [3115(g)]

2. The Second Test of Supplanting- Prior Year: An LEA uses Title III funds to provide services that the LEA provided in the prior year with State, local or other Federal funds. **This assumption can be rebutted. Please contact the OEL&ME if you have questions.*

QUESTIONS TO ASK WHEN CONSIDERING WHETHER TITLE III FUNDS CAN BE USED WITHOUT VIOLATING SUPPLEMENT NOT SUPPLANT

1. What is the instructional program/service provided to **all students (Core Instruction)**?
2. What does the LEA do to meet **Lau requirements**?
3. What services is the LEA required by other **Federal, State, and local** laws or regulations to provide?
4. Was the program/service previously provided with **Federal, State or local funds**?

Based on the answers to the above questions, would the proposed funds be used to provide an instructional program/service that is in addition to or supplemental to an instructional program/service that would otherwise be provided to LEP students (or be required to be provided by other laws/regulations) in the absence of a Title III grant?

Title III Application: A Step-by-Step Guide for Accurate Completion

Part I: Grantee Information

Section A: Complete all contact information.

Section B: In this section, an LEA will mark what type of application they are applying for. Options and descriptions are as follows:

- Individual LEA Application: An LEA will mark this option if they meet the minimum \$10,000 threshold (71 LEP students) and plan to apply **on their own**.
- LEA Consortia Application: An LEA will mark this option if:
 - They **did not** meet the minimum \$10,000 threshold and plan to apply for Title III funds with other LEAs in a consortium. LEAs within the consortium will determine a fiscal agent.
OR
 - One LEA met the minimum \$10,000 threshold but has agreed to form a consortium with other LEA(s) that did not meet the minimum \$10,000 threshold.
- Educational Service Center (ESC) Consortia Application: An LEA will mark this option if they **did not** meet the minimum \$10,000 threshold and plan to apply for Title III funds through their regional ESC. The regional ESC will be the fiscal agent.

Section C: If an LEA is participating in a **LEA Consortia** or **ESC Consortia**, this section must be completed. Additionally, a **Fiscal Agent** for each consortium should be determined and indicated.

Who Should Complete <i>Part I: Grantee Information</i> ?	
Individual LEAs	Yes
LEA Consortia Applicants	Each member participating in a consortium should complete Part I
ESC Consortia Applicants	Each member participating in an ESC consortium (including the ESC) should complete Part I. However, ESC Consortia participants do not have to complete Section C; instead, the ESC should complete this section.

Part II: Assurances

- Please read all assurances carefully. By signing, the LEA/Eligible Entity agrees to meet and comply with all outlined assurances.
- An LEA/Eligible Entity **must check each box** and have the Superintendent and Title III Director sign the assurances. If each box is not checked, a new assurance page will be requested by IDOE.
- The signed assurance page should be sent via postal mail with the completed Title III application.

Who Should Complete Part II: Assurances?	
Individual LEAs	Yes
LEA Consortia Applicants	Each member participating in a consortium is required to submit a signed assurance page
ESC Consortia Applicants	Each member participating in an ESC consortium (including the ESC) is required to submit a signed assurance page.

Part III: Lau Requirements

OVERVIEW

There are several federal laws that guide the **required** English language development services that must be provided to LEP students, ***regardless of federal funding*** (i.e. Title III). All school corporations with LEP students retain the responsibility in ensuring that English language development services have been provided to all LEP students with **state and local funds**. The Supreme Court Case *Castaneda v. Pickard (1981)* outlined the three-pronged approach that must be used when developing an English language development program:

1. The program must be based on sound educational theory and pedagogy;
2. The program must be adequately supported, with adequate and effective **staff and resources**, so that the program has a realistic chance of success; and
3. The program must be periodically evaluated, and if necessary, revised

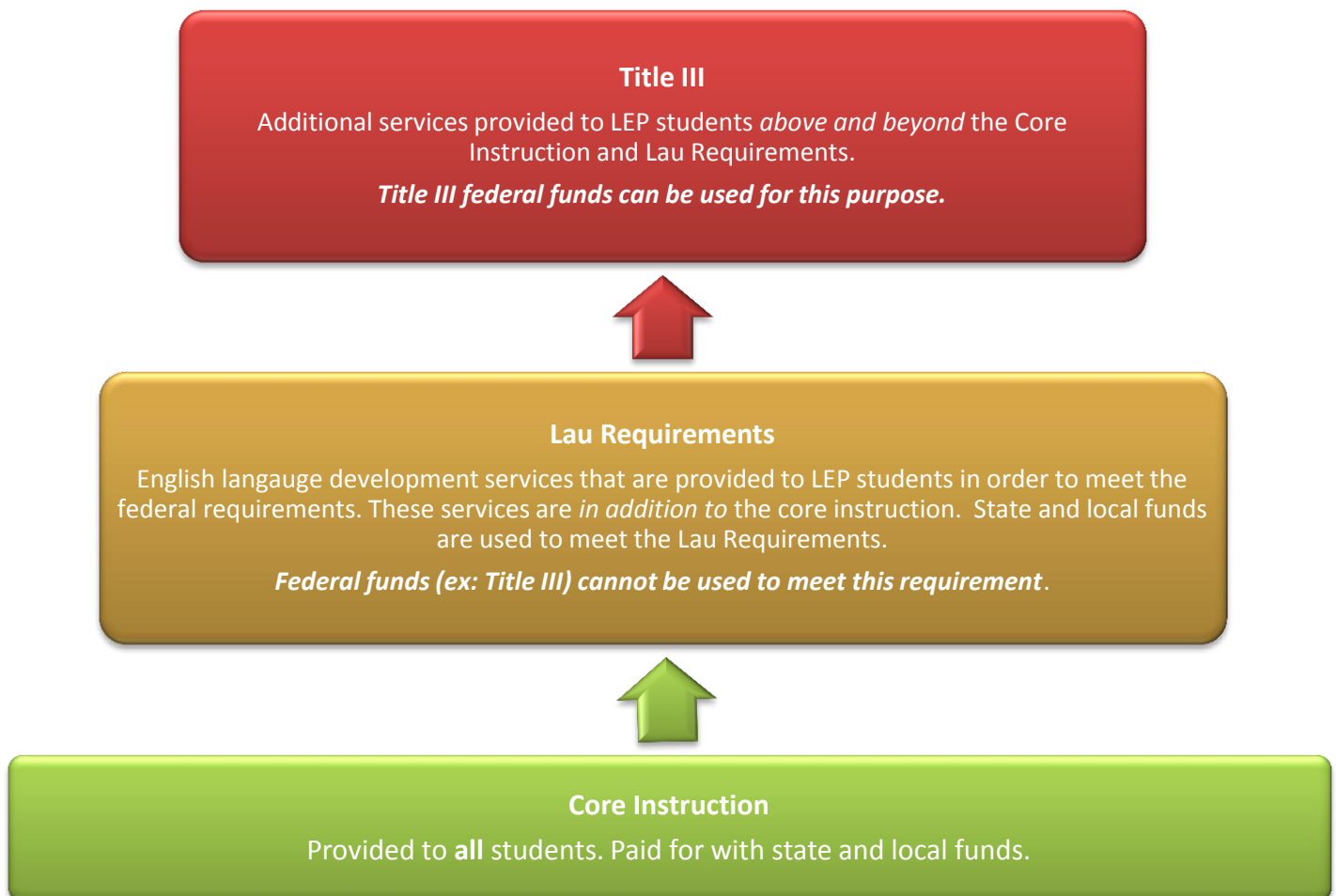
The personnel, resources, and materials used to provide the three pronged approach listed above must be paid for with **state (such as NESF) and local funds only**. Only after a LEA has met the federal requirements of English language development services for their LEP students, can Title III *supplemental* funds be used to **enhance** those services.

The landmark Supreme Court Case *Lau v. Nichols (1974)* states the following: *“There is no equality of treatment merely by providing students with the same facilities, textbooks, teachers and curriculum; for student who do not understand English are effectively foreclosed from any meaningful education.”* Therefore, the English language development services that are provided to LEP students in order to meet the federal requirements are known as the **Lau Requirements**.

DIRECTIONS FOR COMPLETION

- In “Part III: Lau Requirements”, an LEA must list, by **English proficiency level**, how the Lau Requirements are being met for each grade cluster. Please ensure the following is addressed:
 - The English language development services provided to LEP students, **levels 1-4**
 - **Curriculum/resources/materials** that are used to provide the English language development services to LEP students (*any curriculum/resources/materials listed should be paid for with state and local funds only*)
- Remember: Please keep in mind that any **personnel** used to provide the English language development services to LEP students in order to meet the Lau Requirements should be paid for with **state and local funds only**.
- Do **NOT** include:
 - Any **activities/resources/personnel** that are being paid through Title III
 - The core instruction that ALL students (LEP or non-LEP) receive (i.e. math, science, English/LA, SS, etc.)
- The activities provided for Part III should be stated in **clear, concise (bulleted) phrases**.

The following is a visual that outlines the order and funding sources that should be used for providing English language development services to LEP students:



Who Should Complete <i>Part III: Lau Requirements?</i>	
Individual LEAs	Yes
LEA Consortia Applicants	Each member participating in a consortium is required complete Part III
ESC Consortia Applicants	Each member participating in an ESC consortium is required to complete Part III. The ESC <u>does not</u> have to complete this section.

Part IV: Title III Requirements

OVERVIEW

Title III programs/activities that are developed, implemented and administered are required to be **supplemental services** that LEP students receive *in addition to* the Core Instruction and Lau Requirements. The supplemental services provided through Title III should help LEP students develop their English proficiency and increase their academic achievement.

DIRECTIONS FOR COMPLETION

- The programs/activities to be developed, implemented and administered should **correlate directly with what is listed on the budget page**
- The programs/activities should clearly indicate which level(s) of LEP students the program/activity is being provided to
- Do **NOT** include:
 - Any activities/resources/personnel that are being used to provide the Lau Requirements (paid for with your state and local funds)
 - The core instruction that ALL students (LEP or non-LEP) receive (i.e. math, science, English/LA, SS, etc.)
- The activities provided for Part IV should be stated in **clear, concise (bulleted) phrases**.

Who Should Complete <i>Part IV: Title III Requirements?</i>	
Individual LEAs	Yes
LEA Consortia Applicants	Each member participating in a consortium is required complete Part IV
ESC Consortia Applicants	If the ESC Consortium is using all LEA funds to provide professional development, then the LEA Applicants <u>do not</u> have to fill out this section; however, if a particular LEA is planning to use a portion of their Title III funds, then that particular LEA must fill out the applicable section for Part IV. The ESC <u>does not</u> have to complete this section.

Part V: Professional Development

OVERVIEW

High-quality professional development is a **requirement of Title III**. LEAs are required to use Title III funds for professional development for classroom teachers, principals, administrators, and other school or community-based organizational personnel, that is-

- Designed to improve the instruction and assessment of LEP children;
- Designed to enhance the ability of teachers to understand and use curricula, assessment measures, and instruction strategies for LEP children;
- Based on scientifically-based research demonstrating effectiveness in increasing English proficiency or substantially increasing subject matter knowledge, teacher knowledge and teaching skills; and
- Of sufficient intensity and duration (which does not include one-day or short-term workshops) [Section 3115 (c) (2)]

DIRECTIONS FOR COMPLETION

- A LEA's application **must** include the use of **Title III funds** for high-quality professional development that meets the requirements outlined above. *Any application that does not include high-quality professional development (as outlined above) and paid for with Title III funds will not be approved*
- In Part V, include the anticipated date(s), name of activity, description of activity and participants for any Title III-professional development activity being offered.
- An LEA is only required to include professional development **paid for with Title III funds**.
- Do **NOT** include:
 - LAS Links Placement or Annual Assessment Training
 - General professional development that is completed by your LEA regarding ILPs, federal requirements, etc., as this is not Title III-specific and would still be required to be shared with staff regardless of Title III funding.
- The activities provided for Part V should be stated in **clear, concise (bulleted) phrases**.

Who Should Complete <i>Part V: Professional Development</i> ?	
Individual LEAs	Yes
LEA Consortia Applicants	Each member participating in a consortium is required complete Part V
ESC Consortia Applicants	If the ESC Consortium is providing Title III-funded professional development, then the ESC is responsible for completing this section

Part VI: Additional Program Narratives

QUESTION 1: AMAOs

- In the narrative, include:
 - **How** Title III funds will be used to help meet all three AMAOs
 - Describe how **elementary and secondary schools in the school corporation** will be held accountable for attaining AMAOs
- An LEA does not have to complete this section if they have less than 30 LEP students for the **2012-2013 SY**.

QUESTION 2: PARENT INVOLVEMENT

- Each LEA receiving Title III funds shall implement an effective means of outreach to inform parents of LEP children how they can-
 - (a) Be involved in the education of their children; and
 - (b) Be active participants in assisting their children-
 - (i) to learn English;
 - (ii) to achieve at high levels in core academic subjects; and
 - (iii) to meet the same challenging State academic content and student academic achievement standards as all children are expected to meet [Section 3302 (e)]
- In the narrative, include a **thorough** description of how your LEA promotes parent and community participation program for LEP children in order to satisfy the requirements of Section 3302 (e). This narrative can include specific dates for parent involvement events.

QUESTION 3: ANNUAL LAS LINKS ASSESSMENT

- Under federal law, Section 1111 (6) & (7) of NCLB require that **all LEP students** be identified and assessed annually in listening, speaking, reading and writing. LEAs meet this obligation by providing the annual assessment to every LEP student each year, until they attain two consecutive level 5's.
- In the narrative, include:
 - The **process/protocol** that the LEA uses to ensure every LEP student in the corporation is tested
 - The **individual(s) responsible** for ensuring **all LEP students** are tested each year

Who Should Complete <i>Part VI: Additional Narratives?</i>	
Individual LEAs	Yes
LEA Consortia Applicants	Each member participating in a consortium is required complete Part VI (<i>Question 1 may not apply to some LEAs</i>).
ESC Consortia Applicants	Each member participating in an ESC Consortium is required to complete Part VI (<i>Question 1 may not apply to some LEAs</i>). The ESC is <u>not</u> required to complete this part.

Part VII: Nonpublic School Participation

OVERVIEW

In accordance with Section 9501 (c) of Title IX, Part E, Subpart 1 'Uniform Provisions' (Private Schools), an LEA/Consortia is required to provide timely and meaningful consultation each year to nonpublic schools. A sign-off acknowledging timely and meaningful consultation has occurred is required to be retained each year by the LEA/Consortia. If a nonpublic school chooses not to participate in Title III activities, a sign-off acknowledging such is required to be retained by the LEA/Consortia. Timely and meaningful consultation is **required** to occur before the submission of the Title III grant application, and should be on-going throughout the school year.

To ensure timely and meaningful consultation has occurred, a LEA shall consult with nonpublic schools during the design and development of the Title III Program on issues such as:

- (a) how the children's needs will be identified;
- (b) what services will be offered;
- (c) how, where, and by whom the services will be provided;
- (d) how the services will be assessed and how the results of the assessment will be used to improve those services;
- (e) the size and scope of the equitable services to be provided to the eligible nonpublic school children, teachers, and other educational personnel and the amount of funds available for those services; and
- (f) how and when the LEA will make decisions about the delivery of services, including a thorough consideration of the views of the nonpublic school officials on the provision of contract services through potential third-party providers.

- The control of funds used to provide services and the title to materials and equipment purchased with those funds **must be retained by the LEA**.
- Services for nonpublic school children and educational personnel must be provided by employees of the LEA or through a contract made by the LEA with a third party. Additionally, the providers of the service(s) must be independent of the nonpublic school and any religious organization, and the provider's employment or contract must be under the control and supervision of the LEA.

DIRECTIONS FOR COMPLETION

- A LEA is **required** to provide timely and meaningful consultation to every nonpublic school within their school boundaries, **prior** to the submission of the Title III application.
- In Part VII, an LEA should indicate each nonpublic school within their school corporation boundaries and whether or not they will participate in the Title III program for the 2012-2013 school year. Records of a nonpublic schools' desire to participate or not participate in the Title III program should be kept on file at the LEA for SEA monitoring purposes.

Who Should Complete <i>Part VII: Nonpublic School Participation?</i>	
Individual LEAs	Yes
LEA Consortia Applicants	Each member participating in a consortium is required complete Part VII
ESC Consortia Applicants	Each member participating in an ESC Consortium is required to complete Part VII. The ESC is <u>not</u> required to complete this part.

Part VIII: Budget

OVERVIEW

The budget section is a critical component of the Title III application. IDOE expects ***clear and thorough*** detail provided for each line item in the budget. Any budget that does not include a clear and thorough description of the line item will be sent back to the LEA for revision.

SUPPLEMENT NOT SUPPLANT PROVISION

Supplement not Supplant requirements ensure that services provided with local, state or federal funds are *in addition to* and do not replace (or supplant) services that students would otherwise receive.

CONSORTIA APPLICANTS

Each consortium is required to designate a **fiscal agent**. The fiscal agent is in charge of all Title III funds for the consortium and all Title III funds must flow through the fiscal agent. **If LEAs are applying as a consortium, the fiscal agent is required to compile all Title III expenditures from each LEA and submit one budget.** Within the budget, each expenditure should be clearly marked with the LEA who is requesting the expenditure.

GENERAL REQUIREMENTS FOR COMPLETING THE BUDGET

- It is required that all items in the budget are **line itemed**.
- It is required that all items are descriptive and not vague (i.e. the IDOE will not accept vague wording such as “books” or “supplemental resources”).
- Costs associated with Title III funds can be used with **LEP students only**.
- Costs associated with Title III funds may not violate the supplement not supplant requirement.
- Clear and thorough detail is required to be provided, including:
 - the intent of the cost; and
 - the intended audience (i.e. elementary/secondary and/or levels 1-4, etc.)
- An **accurate total** after each section is required to be provided. **Please ensure that you have double-checked your math!**

COMPLETING THE “ADMINISTRATION” PORTION OF THE BUDGET

- Administration is limited to **2%** of the Title III grant award amount
- Administration= direct + indirect costs
- A **detailed description must be provided** that indicates what the administration cost(s) will be used for (i.e. do not put a vague sentence, such as “administration” in the description column)

Administrative Costs:

Administrative costs are associated with the overall project management and administration for a specific program. These costs are not directly related to the provision of services to participants or otherwise allocable to the program/cost objectives. There are two types of administrative costs: **direct and indirect**

Direct Costs: can be specifically identified with a particular cost objective. Direct costs generally include-

- Salaries/fringe (including vacations, holidays, sick leave or other excused absences) of employees working specifically on objectives of a grant or contract. Personnel could include Directors, clerical support staff, or other personnel that perform administrative functions
- Consultant services contracted to accomplish a specific grant/cost objective
- Travel of direct labor employees
- Materials, supplies and equipment purchased directly for use on a specific grant or contract
- Costs for goods and services required for program administration, such as office supplies, postage, long distance telephone calls, and rental and maintenance of office space

Indirect Costs: represent the expenses of doing business that are not readily identified with a particular grant, contract, project function or activity, but are necessary for the general operation of the organization and the conduct of activities it performs. Indirect costs generally include-

- Utility costs, such as heat and light

Who Should Complete <i>Part VIII: Budget</i> ?	
Individual LEAs	Yes
LEA Consortia Applicants	The Fiscal Agent is responsible for compiling all expenditures from the LEA Applicants and submitting <u>one budget</u> for the consortium
ESC Consortia Applicants	The Fiscal Agent is responsible for compiling all expenditures from the LEA Applicants and submitting <u>one budget</u> for the consortium

Part IX: Supplemental Title III Personnel

COMPLETING THE PERSONNEL SUMMARY PAGE

- Only personnel that provide **supplemental** English language development services to LEP students, **above and beyond the Core Instruction and Lau requirements**, can be paid for through Title III.
- The “Title III Salary” and “Total Salary” (including Title III) must be provided. The same is applicable for “Fringe.”
- A job description is **required** to be attached with your completed application for **any position** funded through Title III.

Who Should Complete <i>Part IX: Supplemental Personnel</i> ?	
Individual LEAs	Yes
LEA Consortia Applicants	The Fiscal Agent is responsible for compiling all personnel expenditures from the LEA Applicants and submitting <u>one</u> personnel summary page for the consortium. The school corporation that the personnel belong to should be clearly marked on the personnel summary page.
ESC Consortia Applicants	The Fiscal Agent is responsible for compiling all personnel expenditures from the LEA Applicants and submitting <u>one</u> personnel summary page for the consortium. The school corporation that the personnel belong to should be clearly marked on the personnel summary page.

IV. Appendices

Title III Consortium Participant Agreement Form

Directions: This document should be completed by each LEA/Eligible Entity participating in a *LEA Consortia* or *ESC Consortia* in order for the IDOE to release Title III funds to the Fiscal Agent. The **Fiscal Agent** is required to submit all Title III Consortium Participant Agreement Forms with the final Title III application.

By signing this form, the LEA agrees to participate in a consortium application for Title III funds for the 2012-2013 school year and to meet all of the assurances and program requirements as outlined in the Title III grant application:

School Corporation		Corp #	
Superintendent Name			
Signature of Superintendent		Date	
Title III Director Name			
Signature of Title III Director		Date	

Fiscal Agent School Corp./ Eligible Entity Name		Corp #	
Fiscal Agent Name			
Fiscal Agent Signature		Date	

Signed and dated copies for **each LEA should be submitted by the fiscal agent with the final Title III application*

Title III Application Completion Checklist

The following checklist is recommended for use prior to the submission of a LEAs/Consortia Title III application. This checklist is optional and does not need to be submitted with your final application.

Description	Completed?
Part I: Grantee Information	
All information in this section has been completed fully and accurately	
The "Total Funding Authorization" that I provided in <i>Part I: Grantee Information</i> matches the allocated amount that the SEA provided on the "2012-2013 Title III Funding" spreadsheet	
Part II: Assurances	
Each box on the Assurance page has been checked	
A copy of the Assurance page with the superintendent's signature and my signature (Title III Director) has been included with the final application to be sent to the IDOE	
Part III: Lau Requirements	
The activities/resources/personnel that I have provided for Part III in order to meet the Lau Requirements are all paid for with state and local funds (i.e. nothing that I have indicated in Part III is paid for with Title III funds)	
I have provided the English language development services (including activities/resources /personnel, etc.) for levels 1-4 LEP students in elementary, middle school and high school	
The information provided is clear and concise (bulleted phrases)	
Part IV: Title III Requirements	
The information I have provided in Part IV <i>only includes Title III supplemental programs/activities</i> that my corporation plans to develop, implement and administer for the 2012-2013 school year (i.e. it does not include any activities that are a part of Core Instruction or the Lau Requirements)	
I have provided how the Title III activities to be developed, implemented and administered for the 2012-2013 school year will help my school corporation's LEP students develop English proficiency	
Programs/activities that I have listed in this section that require the use of Title III funds have been listed on my budget/personnel page	
The information provided is clear and concise (bulleted phrases)	
Part V: Professional Development	
I have listed and used Title III funds to provide professional development to school corporation staff that meets the federal Title III requirements (<i>the IDOE will not accept any application that does not have Title III funds being used for professional development</i>)	
I have not included the LAS Links Placement, Annual Assessment trainings or other general trainings as part of the Title III Professional Development in Part V (<i>these trainings are not Title III-specific and should not be included</i>)	
If I have included EL Workshops/Conferences that staff members will be attending, I have included a description as to how the information learned at the workshop/conference will be shared with other colleagues and how it is part of a larger Title III professional development plan for my school corporation	
Title III professional development is being provided to more than just the EL Teachers/EL Instructional Assistants at my school corporation	
The information provided is clear and concise (bulleted phrases)	

Part VI: Additional Program Narratives	
I have thoroughly described how Title III funds will be used to meet AMAOs and how my school corporation will hold our elementary and secondary schools accountable	
I have thoroughly described how my LEA will promote parent and community participation for elementary and secondary LEP students	
I have thoroughly described my LEAs process/protocol for ensuring that all LEP students are annually assessed on the LAS Links Annual Assessment each year. I have also included the individuals that are ultimately responsible for ensuring that the LAS Links Assessment is administered to all LEP students.	
Part VII: Nonpublic School Participation	
I have included a list of all nonpublic schools in my school corporation boundaries and whether or not they intend to participate in Title III activities for the 2012-2013 school year	
I have retained a copy of each nonpublic school corporation's timely and meaningful consultation or signature indicating they do not wish to participate in Title III activities	
Part VIII: Budget	
The amount I have listed for administration does not exceed 2% of my total grant award amount	
I have specifically indicated what my administration costs will cover (i.e. I have not put a vague sentence such as "administration costs" in the description column)	
I have cross-checked to ensure that the professional development costs I have listed in my budget have been described in <i>Part V: Professional Development</i>	
I have cross-checked to ensure that any supplemental technology equipment and software costs that I have listed in my budget have been described in <i>Part IV: Title III Requirements</i>	
I have cross-checked to ensure that any supplemental instructional materials and supply costs that I have listed in my budget have been described in <i>Part IV: Title III Requirements</i>	
All costs listed in my budget are descriptive and demonstrate how the cost is supplemental (i.e. I have not used vague sentences such as "books" or "EL Supplemental Resources")	
I have accurate totals at the end of each category	
Part IX: Supplemental Title III Personnel	
I have only listed personnel that provide supplemental English language development services. The personnel listed do not provide core instruction or Lau Requirements (for the proportion of time they are paid through Title III)	
I have filled out the Title III Salary and Total Salary (including Title III) for each personnel listed. I have done the same for fringe.	
I have attached a job description to be included with my final Title III application for each position paid through Title III	
Positions listed have not previously been paid for with state and local funds (as this would violate the supplement not supplant provision)	
I have provided accurate totals	
Miscellaneous	
When I add the totals on my budget page and personnel page, they add up to my total funding authorization	
If I am the fiscal agent for a consortia, I have collected all participating LEAs applications, assurances, and consortium participant agreement forms to submit	
My application is ready for submission and will be postmarked no later than Friday, September 21 st	